

Standard 6-6

The student will demonstrate an understanding of the age of European exploration and settlement in the New World.

6-6.1 Use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration. (G, E)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade, students explained the motives behind the exploration of South Carolina by the English, the Spanish, and the French (3-2.1). They summarized the activities and accomplishments of key explorers of South Carolina (3-2.2). Students explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy (3.2-7).

In the 4th grade, students explained the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England (4-1.1). They summarized the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers (4-1.2). Students used a map to identify the routes of various sea and land expeditions to the New World and matched them to the territories claimed by different nations (4-1.3). Students summarized the introduction and establishment of slavery in the American colonies; including the role of the slave trade, the nature of the Middle Passage, and the types of goods – rice, indigo, sugar, tobacco, and rum, for example – that were exchanged among the West Indies, Europe, and the Americas (4-2.5).

Previously in 6th grade, students compared the significant political, social, geographic, and economic features and the contributions of the Aztecan, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture (6.4-4)

In the 7th grade, students will use maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770 (7-1.1).

In the 8th grade, students will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans (8-1).

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

In US History, students will demonstrate an understanding of the settlement of North America (USHC-1).

It is essential for students to know how to use maps to illustrate the major routes of exploration and trade among these continents – and as such, should be able to identify these continents on a map. Students should recognize that it was the European nations which produced this Age of Discovery led by Portugal, Spain, France, England, and the Netherlands. It's important for

students to understand the role of trade (6-6.2) in motivating the European nations to develop technology and devote resources to exploring new all-water trade routes – routes primarily developed to increase trade with Asia, but which ultimately led to the European “discovery” of the New World. Portugal led the development of trade routes traveling the west coast of Africa, around its southern tip and across the Indian Ocean. With Portugal dominating this southern water route, the other nations of Europe began to focus on developing a water route sailing westward from Europe and arriving in the Orient from the east. It was this effort which led to the “discovery” of the New World and the subsequent development of trade with this region. It’s important for students to have a general understanding of the routes developed by these leading European nations as they sought to develop trade routes to Asia that would benefit their nation. While this indicator does not specifically mention explorers or nations, the exploration and settlement of the New World is a major theme throughout the South Carolina Academic Standards and students have had detailed exposure to specific explorers and nations (Standards 3-2.1, 3-2.2, 4-1.1, 4-1.2, and 4-1.3). As such, students should be expected to apply previous knowledge of European exploration and colonization of the New World in the development and understanding of this indicator.

It is not essential for students to know specific details of the voyages themselves or of the lives of the explorers.

Assessment guidelines: In order to measure understanding of the principal trade and exploration routes during the Age of Exploration, appropriate assessments will require the student to **indicate** on a map of the world the primary trade and exploration voyages of the major European powers during this period. This understanding could include a basic knowledge of the general routes undertaken by the leading European nations.